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DEPARTMENT OF EDUCATION

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CALENDAR

of the

SUDBURY TEACHERS' COLLEGE

and the

UNIVERSITY OF OTTAWA TEACHERS' COLLEGE

(Supplement to Circular 600)

1964

1000, July, 64 — 2318
Circular 601

CALENDAR OF THE SUDBURY TEACHERS' COLLEGE AND THE UNIVERSITY OF OTTAWA TEACHERS' COLLEGE

Location and Courses

Courses leading to an Interim Elementary-School Teacher's Certificate and the Interim Second Class Certificate, each valid for five years in elementary-school classrooms attended by French-speaking pupils where, with the approval of the Minister, both English and French are used as languages of instruction in various subjects of the courses of study, will be offered during the school year 1964-65 at the Sudbury Teachers' College, Lasalle Secondary School, Sudbury, and the University of Ottawa Teachers' College, 115 Wilbrod Street, Ottawa.

Conditions of Admission

The academic requirement for admission to the course leading to an Interim Elementary-School Teacher's Certificate in September, 1964, will be standing in at least eight Grade 13 papers, four of which shall be English Literature, English Composition, littérature française, and composition française; or a degree approved by the Minister from a university in the British Commonwealth of Nations. In lieu of the Grade 13 standing required, the applicant may submit evidence of the successful completion of the Pre-University Year at the University of Ottawa, provided that the course includes English 10 or 13, and français 1 or 13, or 11 or IG, or evidence of successful completion of the First Year at the Laurentian University of Sudbury provided that the course includes English 1 and français 1.

The academic requirement for admission to the course leading to the Interim Second Class Certificate in September,

1964, will be the Secondary School Graduation Diploma of the General Course with at least four options, one of which shall be littérature française and composition française.

Special provisions are made for the admission to a Teachers' College of persons with service in the Forces during the war, 1939-45. Ex-servicemen and ex-servicewomen who wish to attend the Sudbury Teachers' College or the University of Ottawa Teachers' College and who hold at least Grade 12 standing are advised to place their cases before the Registrar of the Department of Education, stating the secondary school standing held, and making clear the nature and duration of their war service.

Tuberculin Test, X-ray, Medical Examination

Before final admission to the Course, proof of freedom from active tuberculosis must be established. Arrangements for a tuberculin test, and an x-ray if necessary, will be made at the Teachers' College during the opening days of the Course.

Where during the Course the Principal recommends to the Minister that a teacher-in-training be required to undergo a further medical examination, the Minister may order a medical examination for the teacher-in-training and appoint a duly qualified medical practitioner to conduct the examination.

Where the medical practitioner certifies that the teacher-in-training is medically unfit, the Minister shall direct the Principal to notify the teacher-in-training of his exclusion.

Where an applicant is excluded, the Minister shall refund to the applicant the return coach-class railway fare or bus fare between the centre at which the Course is offered and the station nearest the applicant's place of residence in Ontario, and a sum for board and lodging at the rate of $1 a day from the date the applicant began attendance at the Course until the date he was notified of his exclusion by the Principal.

Other Requirements

For other requirements for admission to the Teachers' College, applicants are referred to Circular 600, *Calendar of the Teachers' Colleges*.

PROGRAMME OF STUDIES

The programme of studies at the Sudbury Teachers' College and the University of Ottawa Teachers' College shall be as follows:

Group I: Educational Psychology; School Management; English, Part I; English, Part II; French, Part I; French, Part II; Mathematics; Social Studies; Art; Music; Physical Education; Health; a minimum course in Science.

Group II: Directed observation and practice teaching in urban and rural elementary schools.

Group III: Library Methods; Religious Instruction.

Concurrently with the study of methods, there will be a review from the standpoint of pedagogy of the content of the subjects of the Primary and Junior Divisions, and of Grades 7 and 8 of the Intermediate Division. While detailed treatment of the work of the Kindergarten and of Grades 9 and 10 will not be required, attention will be directed to the place of the Kindergarten in the educational system, and to the scope and objectives of the Intermediate Division as a curriculum unit.

Directed observation and practice teaching for each student will be arranged as far as practicable to include experience in the various Divisions of the elementary school in urban and rural classrooms. Observation and practice teaching in Grades 9 and 10 will not be required.

Students who exhibit marked deficiencies in scholarship or skills, or whose practice teaching may be affected by adverse personality factors, will be organized into groups under the guidance of the staff for the purpose of planning and carrying out a programme of self-improvement.

SESSIONAL RECORDS

Sessional records will consist of the records of term examinations, oral and written class tests, and practical work. The general attitude of the student to his work, his adaptability to teaching, and the probability of his future success as a teacher will be taken into consideration in determining his sessional standing.

A student who in any examination subject obtains 66 per cent of the marks assigned to that subject on the sessional records may, on the recommendation of the staff, be exempted from the final examination in that subject.

FINAL STANDING

The final examination papers in Group I will be prepared by the staff of each Teachers' College and will be written at the end of the second term on the dates and at the hours set by the Department of Education. A copy of the examination timetable may be obtained from the Teachers' College Principals or the Deputy Minister of Education, 44 Eglinton Avenue West, Toronto 12, Ontario, after April 1st in any school year. The papers shall be as follows: Educational Psychology; School Management; English, Part I; English, Part II; French, Part I; French, Part II; Mathematics; Social Studies; Art and Music; Physical Education and Health.

The maximum number of marks for each examination subject will be 200, of which 100 will be allowed for sessional records and 100 for the final examination.

The standing of extra-mural candidates will be determined by the final written examinations. For this purpose the maximum of marks in the case of each paper will be 200.

A candidate who is otherwise qualified and who at the final examinations obtains 60 per cent of the marks in each of the examination subjects of Group I, and who obtains pass standing in practice teaching, shall, on the recommendation of the staff, be granted an Interim Elementary-School Teacher's Certificate, or an Interim Second Class Certificate, according to the course to which he has been admitted.

Candidates otherwise qualified who fail in not more than two of the examination subjects of Group I, and who pass in practice teaching, may be exempted from further attendance and may complete their standing by writing at one or more future annual examinations the final paper or papers in the subjects in which they have failed.

All other candidates who have failed to secure the necessary final standing shall be required to repeat the course by attendance at a subsequent January to June term at either the

Sudbury Teachers' College or the University of Ottawa Teachers' College, and by passing in the practice teaching and the final examinations of that term. Such students are advised, however, to repeat the entire session if possible.

APPEALS

A candidate who has passed in practice teaching but has failed in one or more examination papers may have his case reconsidered if, within two weeks after the announcement of the results, his appeal, with a statement of the grounds on which it is based, is lodged with the Deputy Minister of Education, 44 Eglinton Avenue West, Toronto 12, Ontario, accompanied by a fee of $2.00 per paper, made payable to The Treasurer, Province of Ontario. This fee will be returned to the candidate if the appeal is sustained.

GENERAL INFORMATION

For information regarding opening and closing dates of the Teachers' College year, application for admission, board and lodging, duties of students, student organizations, etc., reference should be made to Circular 600, *Calendar of the Teachers' Colleges.*

FINANCIAL ASSISTANCE

Assistance is available in the form of loans, adequately secured, towards the cost of board and travelling expenses in the case of students who cannot reach the Sudbury Teachers' College or the University of Ottawa Teachers' College daily by ordinary means of transportation, such as street cars, buses, travel by commutation tickets on the railroad, etc. Such loans are made only to assist the student in meeting expenses for board and travelling as certified by the principal, and in no case shall exceed 70 cents per day for board. Students who have had financial aid for a professional course of one year will not be eligible to receive further loans. Loans are to be repaid to the Department of Education on the following conditions: (a) the full loan is to be repaid if the students fail to complete courses or to give service as teachers in the schools; (b) each full year of service will relieve the guarantor of the obligation to pay one-fourth of the loan, so that the loan will be cancelled completely at the end of four years of service.

COURSES OF STUDY

Reference to Circular 600

The details of the courses common to the Sudbury Teachers' College, the University of Ottawa Teachers' College, and the other Provincial Teachers' Colleges will be found in Circular 600. The courses in Science and History and Philosophy of Education, as given in the other Provincial Teachers' Colleges are replaced in the Sudbury Teachers' College and the University of Ottawa Teachers' College by courses in French, Part I, and French, Part II, although a minimum course in Science is provided. The courses in English, Part I, and English, Part II, outlined below, are to be substituted for the corresponding courses outlined in Circular 600.

Français, 1ére Partie (Division primaire)

La diction

L'amélioration de la prononciation et de l'articulation; exercices appropriés; le chant; l'acquisition de bonnes habitudes de langage; la correction des fautes courantes; l'exemple du maître.

La lecture

Son importance; préparation et initiation à la lecture; méthodes à recommander; lecture expressive; lecture silencieuse; travail personnel; défauts en lecture, corrections; lecture supplémentaire tirée des leçons de composition orale; manuels de lecture; manuel de base; livres supplémentaires; la lecture et la diction; corrélation entre la lecture, l'écriture et l'orthographe.

La littérature

Son but; l'étude de contes, de poèmes faisant appel aux jeunes enfants; la narration d'un conte; l'enseignement d'un poème; la mémorisation.

La composition

Son importance; les conditions qui favorisent le bon langage; la correction et l'enrichissement du vocabulaire:

historiette, composition d'après image, causerie familière, leçon d'observation, emploi des verbes fréquemment usités.

L'orthographe

Son importance; l'orthographe grammaticale: matière à enseigner; méthodes à suivre; l'orthographe usuelle: choix de mots; méthode sensorielle; corrélation entre l'orthographe et les autres matières. L'enseignement occasionnel de l'orthographe.

Français, 2e Partie
(Division junior; division intermédiaire: 7e et 8e années)

La diction

Son importance; moyens de faire acquérir une bonne diction: exemple du maître, chant, conversation, lecture orale, exercices spéciaux. La correction des fautes habituelles; les "bouches molles": causes, remèdes; l'étude de la phonétique par le maître.

La lecture

Son importance; objectifs à atteindre; fautes habituelles; enseignement préventif et enseignement correctif; étude des manuels approuvés; le livre du maître; genres de lecture; corrélation; bibliothèque scolaire.

La littérature

Objectifs à atteindre; prose et poésie aux différents stades de la scolarité; la leçon de littérature; la mémorisation; les centres d'intérêt; l'étude élémentaire de la versification; la bibliothèque scolaire; la formation littéraire de l'instituteur.

La composition

Discussion des méthodes propres à améliorer le parler de l'enfant: historiette, composition d'après image, causerie familière, exercice d'observation, correction de fautes habituelles; le carnet de vocabulaire; l'emploi du dictionnaire; l'initiation à la rédaction; la lettre; choix de sujets; opérations fondamentales: invention, disposition, expression; correction; corrélation entre la composition et les autres sujets; la bibliothèque scolaire.

L'orthographe

L'étude des manuels approuvés; la leçon d'orthographe; la forme variée des leçons de revue; nécessité de soigner

l'orthographe dans tout devoir écrit; l'emploi de dictionnaire; la corrélation entre l'orthographe et la lecture supplémentaire; la dictée préparée et la dictée à première vue; la correction des fautes; les concours.

La grammaire

Son utilité particulière dans l'étude du français; ce qu'on doit enseigner aux différents stades de la scolarité; les parties variables du discours: leur importance; l'enseignement basé sur la langue que parle l'enfant. Méthode discursive dans la découverte des règles et des définitions; les propositions; construction de phrases renfermant des propositions de divers genres; analyse de la phrase.

English, Part I (Primary Division)

Speech

Aims of speech instruction with respect to English in classes attended by French-speaking pupils in the Primary Division; conversation lessons to establish desirable speech habits; preventive and remedial treatment of faults in speech prevalent among French-speaking pupils.

Reading

Reading readiness in French-speaking classes with respect to English reading; methods of teaching reading; treatment of phonic values different or absent in French; reading groups; reading levels; reading skills; common reading disabilities; use of approved basic readers; use of teachers' manuals; supplementary reading; the school library.

Literature

Stories within the capacity of French-speaking pupils to understand and enjoy; simple rhymes and verses; methods of presentation; memorization; story telling.

Composition

Composition lessons to provide a basic vocabulary; the direct method *versus* the translation method; development of connected sequential expression; formal lessons based on personal experiences, stories for reproduction, pictures, familiar

objects, dramatization; informal use of English in ordinary school activities; adjustment of teaching procedures to meet needs of particular school areas.

Writing

Advantages of print-script in the Primary Division; methods of teaching; letter forms at successive levels of attainment; standards; example of the teacher; writing and the left-handed child.

Spelling

Methods of teaching; careful supervision of written work; use of approved text-books; causes of poor spelling; remedial work.

English, Part II (Junior Division and Grades 7 and 8 of Intermediate Division)

Speech

Aims of speech instruction with respect to English in classes attended by French-speaking pupils in the Junior Division and in Grades 7 and 8 of the Intermediate Division; opportunities for oral expression in the classroom; encouragement of desirable speech habits; example of the teacher; preventive and remedial treatment of faults in speech prevalent among French-speaking pupils.

Reading

Objectives in English reading instruction in the Junior Division and in Grades 7 and 8 of the Intermediate Division; reading groups; reading skills; testing and remedial work; use of approved readers; use of teachers' manuals; types of reading; supplementary reading; the school library; library skills.

Literature

Objectives in the study of English literature; methods of teaching; selection of stories and poems within the abilities of French-speaking pupils at various levels in the Junior Division and in Grades 7 and 8 of the Intermediate Division; guiding individual reading; the school library; using the services of the public library; travelling libraries.

Composition

Methods of teaching oral and written composition; choice of content to give French-speaking pupils a practical working knowledge of English; conversation; story telling; dramatization; opportunities for oral and written language expression in the classroom and on the playground; word study; systematic use of English in teaching school subjects other than the formal branches of English; sentence study; paragraph study; correct language forms; mechanics; marking pupils' oral and written compositions; goals of achievement at the various grade levels.

Writing

Methods of teaching writing; transition from print-script to round hand writing; slanted cursive writing; supervision of writing in daily work; uniformity and individuality; writing and the left-handed pupil; use of standard scales in judging writing; example of the teacher.

Spelling

Careful supervision of written work; methods of teaching spelling; use of approved text-books.

Grammar

Aim and scope of a typical course in grammar in Grades 7 and 8; relation of French and English grammar; methods of teaching English grammar to French-speaking pupils; constructions and usage which have a direct bearing on the pupils' understanding and use of the English language; application to oral and written English.

BOOKS OF REFERENCE

(Supplement to Reference List in Circular 600)

Art

Agel et Agel: *Précis d'initiation au cinéma* (2e édition). Editions et l'Ecole, Paris, France, 1957.

Boivineau et Bouler: *L'enfance de l'art.* Labergerie, 1959.

Lambry: *Le langage des lignes.* Maison de la Bonne Presse, Paris, France.

Lambry et Lambry: *Tous artistes.* Maison de la Bonne Presse, Paris, France.

Audio-Visual Education

Giraud: *Comment enseigner par les moyens audio-visuels.* Fernand Nathan, Paris, France, 1957.

Lafranc et al: *Les techniques audio-visuelles au service de l'enseignement.* Editions Bourrelier, Paris, France, 1961.

Children's Literature

Boulizon: *Anthologie littéraire,* 2 vols; Livres roses et séries noires. Beauchemin, Montréal, 1957.

Bryant: *Comment raconter des histoires aux enfants,* 2 vols. Fernand Nathan, Paris, France.

Cappe: *Epériences dans l'art de raconter des histoires* (2e édition). Casterman, Paris, France, 1952.

Gérin: *Tout sur la presse enfantine.* Centre de Recherches de la Bonne Presse, Paris, France, 1958.

Soriano: *Guide de la littérature enfantine.* Flammarion, Paris, France, 1959.

Trigon: *Histoire de la littérature enfantine de ma mère l'oye au roi Babar* (2e édition). Hachette, Paris, France.

Vérot: *Les enfants et les livres.* Sabri, Paris, France, 1954.

Educational Psychology

Arthus: *Un monde inconnu nos enfants* (3e édition). Casterman, Paris, France, 1957.

Duhr: *L'art des arts d'éduquer un enfant* (6e édition). Mulhouse, Editions Salvator, 1961.

Jacquin: *Grand lignes de la psycholgie de l'enfant* (2e édition). Fleurus, Paris, France, 1952.

Leif et Rustin: *Pédagogie spéciale.* Delagrave, Paris, France, 1959.

Montessori: *L'esprit absorbant de l'enfant.* Desclee de Brouwer, Paris, France, 1959.

Piaget: *La naissance de l'intelligence chez l'enfant* (3e édition). Delachaux et Niestlé, Paris, France, 1959.

Schlemmer: *De l'enfant à l'homme.* Les Editions Ouvrières, Paris, France, 1958.

Vinette: *Méthodologie spéciale; Pégagogie générale.* Centre de Psychologie et de Pédogogie, Montréal.

English

See Books of Reference, Circular 600.

French

Barbeau: *Le français au Canada,* L'Académie Canadienne-Française, Montréal, 1963.

Brun et al: *L'art de composer et de rédiger.* Baude, Bruxelles, Belgique.

Chantal: *Chroniques de français, tome 1,* (nouvelle édition). Editions de l'Université d'Ottawa, 1961.

Cressot: *Le style et ses techniques* (4e édition). Presses Universitaires de France, Paris, France, 1959.

Daviault: *Langage et traduction.* Imprimeur de la Reine, Ottawa, 1962.

Drolet: *Bibliographie du roman canadien-français, 1900-1950.* Presses Universitaires Laval, Quebec, 1955.

Gagnon: *Sans cailloux.* Granger, Montréal, 1946.

Galichet et Mondouard: *Grammaire française expliquée et enseignement méthodique de l'orthographe* (9e édition). Charles-Lavauzelle, Paris, France, 1961.

Grévisse: *Le bon usage* (8e édition). Duculot, Paris, France, 1963.

Laurence: *Notre français sur le vif.* Centre de Psychologie et de Pédagogie, Montréal.

Marouzeau: *La linguistique ou science du langage* (3e édition). Geuthner, Paris, France, 1950.

Vinay et Darbelnet: *Stylistique comparée de français et de l'anglais.* Didier, Paris, France, 1958.

Health

Bourreil: *Sciences naturelles; Anatomie et physiologie humaines; Hygiene.* Les Editions de l'Ecole, Paris, France, 1961.

Désiré et Villeneuve: *Anatomie, physiologie, hygiène.* Centre Educatif et Culturel, Montréal, 1962.

Oria et Raffin: *Anatomie et physiologie, microbiologie et secourisme, hygiène* (7e édition). Hatier, Paris, France, 1962.

Library Methods

Douglas: *La bibliothèque d'école primaire et ses différentes fonctions.* U.N.E.S.C.O., Paris, France, 1961.

Toupin: *La bibliothèque à l'école.* Fides, Montréal.

Vinet: *La bibliothèque, instrument de travail.* Centre de Psychologie et de Pédagogie, Montréal.

Mathematics

Mialaret: *L'Enseignement des mathématiques.* Presses Universitaires de France, Paris, France, 1964.

Piaget, Beth, et al: *L'enseignement des mathématiques.* Delachaux & Niestlé, Paris, France, 1960.

Polya: *Comment poser et résoudre un problème.* Dunod, Paris, France, 1962.

Music

Fenwick, Riel: *La grande aventure du solfège.* Gage, Toronto.

Fraikin: *Premières initiations musicales par le disque.* Editions Universitaires, Bruxelles, Belgique, 1960.

Pelletier: *Initiation à l'orchestre.* Fides, Montréal, 1948.

Physical Education

Paplauskas-Ramunas: *L'education physique dans l'humanisme intégral* (2e édition). Les Editions de l'Université d'Ottawa, 1960.

Religious Instruction

Catéchisme biblique: (3e édition). Editions du Cerf, Paris, France, 1958.

Catéchisme biblique: Manuels: *Tome I, Dieu et Notre Rédemption; Tome II, L'Eglise et les Sacrements; Tome III, La Vie selon les commandements de Dieu; Tome IV, L'Etat final des choses.* Editions du Cerf, Paris, France.

Jungmann: *Catéchèse, objectifs et méthodes de l'enseignement religieux* (2e édition). Editions de Lumen Vitae, Bruxelles, Belgique, 1955.

Lefebvre et Périn: *L'appel du Seigneur.* Editions de Gigord, Paris, France, 1961.

Sironval: *Pour une pédagogie catéchétique.* Casterman, Paris, France, 1961.

School Management

See Books of Reference, Circular 600.

Science

Godier, Moreau et Moreau: *Les leçons de choses, 2 vols.* Fernand Nathan, Paris, France, 1958, 1955.

Louis-Marie: *Flore-manuel de la Provence de Québec* (3e édition). Centre de Psychologie et de Pédagogie, Montréal.

Social Studies

Josserand, Bassecoulard et al: *L'enseignement de l'histoire.* Bourrelier, Paris, France, 1951.

Lanctot: *Histoire du Canada, Tomes I, II, III.* Beauchemin, Montréal, 1960, 1963, 1964.

Trudel: *Atlas historique du Canada français des origines à 1867.* Les Presses de l'Université Laval, Quebec, 1961.

Wade: *Les Canadiens français des 1760 à nos jours, Tome I; Les Canadiens français, Tome II.* Cercle du Livre de France, Montréal, 1963, 1964.

Printed in Canada